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Outlines of the framework for development of basic core courses and six proposed basic core courses with statement of goals, types of experiences students should have, methods of instruction, course content.

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Tallmadge

March, 1955

To: The Curriculum Committee
From: The Sub-Committee on Core

Within the procedures established for the development of the basic core courses, the broad outlines were delineated by the Sub-Committee on Core. Following this a work-group of faculty members possessing competence in the content was appointed by the Dean for each of the core areas. Each work-group has developed a definitive outline for the basic core course to which it was assigned. These outlines have been approved by the Sub-Committee on Core and are hereby transmitted to the Curriculum Committee for consideration and approval. We recommend the approval of the outlines for the basic core courses and suggest that the Dean be asked to assign instructors immediately.

The following report includes:

1. An outline of the framework for the development of the basic core courses.

2. The outlines of the six proposed basic core courses. These outlines are paired in this report according to the schedule recommended for students. We believe this order of presentation makes it easier to see how these basic courses can reinforce each other.

Members of the Committee

Julian Aldrich
Charles Bucher
Harry Cayley
Robert Iglehart
Rose Lammel
Samuel McCutchen
Harvey Zorbaugh

Columbia College

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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FRAMEWORK FOR THE DEVELOPMENT OF BASIC CORE COURSES

A. Core areas: Educational Outcomes: (Blue book)
   1. Understanding the world of nature and man's increasing capacity for adaptation to and mastery of it.
   2. Understanding man's cultural heritage and growth in capacity to evaluate it as a basis for intelligent action.
   3. Understanding self and others and growth in capacity for continuing self development and for relating to others.
   4. Understanding the contemporary social scene and the development of values and skills necessary to effective participation in the solution of its problems.
   5. Understanding the role of communication in human living and developing skill in communicating.
   6. Understanding the role of aesthetic forms in human living and developing the capacity for satisfaction in such forms and self expression through them.

B. In each of the core areas, a basic core course will be constructed, the intent of which will be to:
   1. develop a sense for the values and unique contributions of the area,
   2. develop a concept of wholeness and entity with respect to the area,
   3. indicate the basic skills needed for further study and proficiency in the area,
   4. clarify the pertinence of this area of study to the profession of teaching and to the particular specialization of the individual student,
   5. show the applicability of values, knowledge, and skills within the area to the general problems and activities of living.

C. Procedures for the development of the basic courses:
   1. For each core area the Core Subcommittee will delineate the broad lines of pertinent content suitable for the basic course.
   2. In the light of this outline, the Deans will be asked to call together the faculty members possessing competence in that content, plus other faculty members who might be interested.
   3. This group will develop a definitive outline for the basic course.
   4. The outlines so developed will be approved by the Core Subcommittee and the Curriculum Committee.
   5. The Deans will then assign instructors to this basic course.
   6. These instructors will construct a syllabus.
   7. The Sub-Committee on Core and the Curriculum Committee have the responsibility of seeing that the syllabus deals with the core area.

D. Recommended schedule for basic core courses:
   Freshman year: First semester
   3. Understanding self and others
   5. Understanding the role of communications

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FRAMEWORK FOR THE DEVELOPMENT OF BASIC CORE COURSES (cont'd)

Freshman year: Second semester
1. Understanding the world of nature
4. Understanding the contemporary social scene

Sophomore year: First semester
2. Understanding man's cultural heritage
6. Understanding the role of aesthetic forms

CORE AREA I

UNDERSTANDING THE WORLD OF NATURE AND MAN'S INCREASING CAPACITY FOR ADAPTATION TO AND MASTERY OF IT.

Work Group: Barnard, Kinsella, Lammel, Lane, Lyne, Van Tassel

A. The basic course for this core area should help students grow in their:

1. Understanding of the characteristic methods of investigation that have been especially effective in science.

2. Competence in using those methods to study problems of personal and social significance.

3. Understanding of the relation of science to other means by which man attempts to get meaning out of life.

4. Understanding of the interdependence and interrelatedness of the sciences.

5. Understanding of the various interpretations of the origins of the universe and its continuing existence.

6. Understanding of the contributions of science to man's knowledge of himself, his growth and development, and of the theories of his origin and place in nature.

7. Understanding of the impact that the natural environment and the technology of science have upon social-economic living.

B. The statements below represent the agreements, regarding learning experiences, organization, scope, instructors and facilities for the basic course, which have been reached by the committee:

1. The learning experience for this course shall be developed in accordance with the following:

a. In order to grow in the direction indicated by a given goal or objective, the learner must have experiences which give opportunity to perform the kind of behavior implied by the objective.

b. Since learning takes place only when there is reaction, learning experience should be planned to provide for a maximum of student involvement and satisfaction.

c. The reactions desired in the experience must be within the range of possibility for the students involved.

d. There are many particular experiences that can be used to obtain the same educational objectives.

e. The developmental needs of college freshman and sophomores must be considered in planning and administering a course designed for them.

2. The broad nature of this core area makes it necessary to select out reasonably discrete, however, interrelated, blocks of experience that will be dealt with as units in the basic course.

a. Any number and combination of related units might serve to achieve the general goals of this core area, however, final selection should be made by the instructors responsible for teaching the course. It is recommended, however, that the course should be organized around a relatively few broad units. There may be as few as three units.

b. To insure effective integration among the basic courses in the six core areas, there must be come overall planning by the instructors of the six basic courses. This is especially important for courses being offered during the same semester.

c. Because of the richness of the metropolitan environment as a laboratory for learning in Core Area I and because most of our students live and will work as professional people in this area, each unit in Core Area I should have its genesis in ideas and problems which have demonstrable relationships to life in the metropolitan area.

d. The unit problems or topics should be stated so as to challenge both instructors and students. Although it is accepted that subject matter and experiences in this basic course must be on a higher level than those commonly experienced in the secondary school, the unit problems or topics should clearly communicate this to students.

e. Each unit should represent an appropriate balance of the subject matters of the various sciences which contribute to understanding in the unit. Wherever possible, students should be made conscious not only of this interrelatedness but also the unique contribution of each.

f. Since the organization of this course will be unique, and since its vitality will be determined by the richness of the experience which it provies, it will be desirable to prepare resource units to serve as organizational guides and to provide a rich source of suggested learning experiences and evaluation techniques. For each unit the instructors should prepare resource materials to include the following:

1) Challenging statement of the broad unit problem or topic.
2) An introductory statement which will make the significance of studying the unit clear to students.
3) An outline of subsidiary problems or topics and content related to each.
4) The major generalizations to which study in the unit will contribute understanding.
5) Suggested experiences

a) For the entire section

1) Le ture
2) Audio-visual materials
3) Demonstrations
4) Reading related to the unit

b) For the laboratory sections

1) Field experiences
2) Laboratory experiences

6) Statement of how achievement in the unit is to be evaluated.

3. In the selection of units and content to be emphasized in each unit; in planning learning experiences for each unit; and in the general administration of the course, instructors should make certain that each student will be encouraged to develop in the directions described by the general goals of this basic course. Suggestive illustrations of ways in which this might be achieved are listed below:

3. (continued)

a. Goal I - Understanding of the characteristic methods of investigation that have been especially effective in science.

1) Students should examine and discuss experiments that have been performed by scientists in advancing theoretical science.

2) Students should evaluate demonstrations of selected experiments in theoretical science.

3) Students should perform experiements in which they apply the criteria of experimental method in theoretical science.

b. Goal 2 - Competence in using those methods to study problems of personal and social significance.

1) Students should examine and discuss experiments that have been performed by scientists in applying theory to some practical situation. Examples:

a) Building an atomic pile to achieve an effective chain reaction.
b) Salk's vaccine for polio.
c) Smoke control in New York City.

2) Students should evaluate demonstrations of selected experiments where theory is applied to some practical situation. Examples:

a) Testing the relative effectiveness of antiseptics.
b) Use of cover crops to prevent erosion.
c) Seeding clouds to make it rain.

3) Students should perform experiments in which theory is applied to some practical situation. Examples:

a) Effectiveness of various rinses on wearing quality of nylons.
b) Comparison of caloric value of various beers.
c) Relative effectiveness of chlorophyll in control of odors.

c. Goal 3 - Understanding of the relation of science to other means by which man attempts to get meaning out of life.

1) A carefully selected bibliography of references related to the nature and limitations of science in human experience should be required reading for all students.

2) Lectures by persons such as Robert Iglehart on the relation of art and science; science and religion.

3) Trips to places where they can see first hand how science relates to other fields such as:

a) A behind the scenes tour of the American Museum of Natural History to see how science and art relate in building exhibits.
b) Visit to UN to see how their telecommunications system operates to foster better human relations.

d. Goal 4 - Understanding of the interdependence and interrelatedness of the sciences.

1) The nature of the units and the way in which they are taught should add directly to this goal.

2) Wherever appropriate in the various units trips should be planned to observe such operations as the following to understand better how the various sciences contribute to each:

a) A soil conservation district.
b) Planning, construction and establishment of a new housing project.
c) The work carried on by the New York City Health Department.
d) Sewage and garbage treatment.
e) Research in connection with some large hospital or pharmaceutical firm.

e. Goal 5 - Understanding of the various interpretations of the origin of the universe and its continuing existence.

Some one of the units or parts of one or more units should contribute to an understanding of such generalizations as the following:

1) To wonder about the origina of the earth is allied to the curiosity that motivates the scientist.

2) No inquiring mind can escape the question of ultimate origins even though there may be little hope for a specific and ultimate answer.

3) Man is a part of the earth and therefor finds it difficult to view the earth with perspective.

4) The world of our senses although far more tangible may not be the "real" or objective world.

5) Through the ages man's concept of the origin of the earth has been modified and will continue to be modified to correspond more nearly to changing conceptual schemes regarding the nature of materials and forces in the universe.

6) The earth had its beginnings in the origin of the universe of which it is a part.

7) The earth and the universe as we "know" it have undergone change and will continue to change.

f. Goal 6 - Understanding of the contributions of science to man's knowledge of himself, his growth and development, and of the theories of his origin and place in nature.

The units selected should in all instances help students see more clearly that science is a method of investigation which has yielded some rather reliable answers regarding the nature of many things including human beings. But that the highly complex nature of human beings presents many variables in predicting the results of technological developments. This is evidenced by such problems as:

1) Adjusting pilots and crews to supersonic flights and space travel;

2) Control of atomic energy for human benefit;

3) Reducing highway accidents and fatalities.

g. Goal 7 - Understanding of the impact that the natural environment and the technology of science have upon social-economic living.

If B 2c, above, is followed, this goal should be achieved.

4. To a large extent, the success or failure of this course will be determined by the instructors involved and the way in which they work together.

a. Instructors assigned to teach this course should meet the following qualifications:

1) Should have a broad background in the science to insure a balanced representation of the appropriate subject matters of the various sciences in the study of units selected for the course.

2) Should understand the philosophical and social implications of content related to the units selected.

3) Should express a willingness to embark on a venture quite different from the conventional organization and methods of college courses.

b. During the pilot run of the courses only those instructors should be assigned to the course who have participated in its development.

c. The various sections of the course should be taught by a team of instructors who meet periodically to consider the problems involved in clarifying purposes, evaluating learning experiences, making better use of the unique competencies of individual instructors, and evaluating student growth toward the achievement of the purpose of the course.

d. Although each instructor will work within the general design of the units which the team selects, he shall be free to select and encouraged to exercise maximum creativity in planning the particular experiences within any of the units which he teaches. This precludes the development of a detailed syllabus to which all instructors will conform.

5. Although the specific types of facilities that will be needed to implement this course cannot be determined until the planning of the course is completed in greater detail, the general nature of needed facilities are implied in: 1) general goals for the course, and 2) principles underlying development of learning experiences.

a. Laboratory-work room equipped to accommodate students working upon individual or small-group projects or problems.

b. Means for transporting students to places in the metropolitan area not served by subways.

c. A reading room where a variety of reference materials (books, periodicals, bulletins, and pamphlets) can be made available to students.

3. One or more rooms that will accommodate up to 250 students.

CORE AREA II

UNDERSTANDING MAN'S CULTURAL HERITAGE AND GROWTH IN CAPACITY TO EVALUATE IT AS A BASIS FOR INTELLIGENT ACTION

Work Group: Axtelle, Kob, McCutchen, Rosenblatt, Sears.

I. Since our heritage is to be found largely in the past which has persisted and thus has influenced the present, the Work Group has accepted an historical approach as a congenial basis for analysis, synthesis, and instruction.

II. A basic course in the cultural heritage should enable students

1. to understand how important elements of their present world came to be; that is, the part which the past has had in shaping the present;

2. to gain an understanding of the Zeitgeist of cultures at other historical periods -- cultures which were in part progenitors of our own.

III. In order to accomplish 1. above, the Work Group proposes that four basic themes be derived from areas of central concern in today's world, and that these be made the instruments of historical analysis and selection of content. The four basic themes proposed by the Work Group are:

1. the growth of political democracy;

2. the growth of ideas, values, and modes of thought (philosophy, religion, science, literature and art) and the democratic idea;

3. science, technology and economic developments in their relations to the democratic idea;

4. the rise and challenge of nationalism and the idea of world order.

IV. Acutely aware of the severe limitations which a four-point course faces, and concerned that this basic course should avoid superficiality and achieve some depth, even though at the expense of range, the Work Group proposes that the major analysis of the cultural heritage, through use of the four basic themes listed above, be confined in the main to the Anglo-American cultures. There will be need, and, we trust, opportunity to make use of phases of other streams of culture, but those uses will be

largely to explain more fully the concepts found in the English-American stream. Some such drastic delimitation seems to be required if any depth and thoroughness is to be attained within 60 hours of class time; it is to be hoped that student choice of core-electives for this Area will prevent the development of graduates who are too mono-ethnic in their values.

V. In a further endeavor to achieve thoroughness, and as a means of attaining 2. in II above, the Work Group proposes that a "block-and-gap" organization to be used in the mobilization of content for teaching purposes. This procedure will require the selection of some four "blocks" of historical time, and as thorough a study of each as time permits, in order to see the contributions of the English and/or American cultures of those periods to the historical evolution of our basic themes, and in order that the students may gain a "feel" for these historical cultures and come to an understanding of their dominant values.

The "blocks" recommended by the Work Group are:

1. 1154 to 1295 A.D. --a period when the medieval world and its institutions were at their apogee, and a period running from the accession of Henry II to the Model Parliament when basic institutions of local and central government, and of jurisprudence were created or moulded.

2. 1558 to 1688--the English Renaissance through the achievement of parliamentary rule to the Bill of Rights. The period also includes the settlement of America and the first developments of our fundamental institutions.

3. 1789-1914--The American Constitution (and the French Revolution) through the 19th Century. The period permits emphases upon the rise of the common man and popular government, laissez-faire, liberalism, and radicalism, the Industrial Revolution, nationalism and the seeds of totalitarianism, and balance of power and imperialism.

4. 1918 to date. The emphases in this block would permit the summary and synthesis of the basic themes and could require students to re-examine dominant social values and perhaps to reformulate their own philosophies.

VI. The Work Group believes, on the basis of preliminary exploration, that textural materials can be found, perhaps in paper-bound editions, so that we can avoid both an utter dependence on our over-strained library, and the necessity of writing our own textbooks. We believe that such a basic-course organization as is here proposed will avoid the danger of too great an abstractness and that "specific men, happenings, and a narrative treatment can give concreteness." We presume that professional lectures can rapidly cover the gaps between our proposed blocks so that a sense of historical continuity may be encouraged.

VII. The Work Group is of the opinion that much of the basic course can be handled by large-group lecture, perhaps as much as 3 of the 4 hours per week. We would recommend that a chairman of the course be designated who would do much of the lecturing, that he be permitted to draw upon the rest of the faculty as lecturers on special topics, and that for one hour per week the students meet in groups of 20 for discussion to be led by regularly assigned members of the teaching staff. The latter would handle all tests, examinations, and grades. Monthly meetings of the chairman of the course and the team of instructors should keep the course on-track.

VIII. The Work Group is keenly aware of the arbitrary nature of several of these recommendations. We are even more deeply concerned over the important elements of the cultural heritage to which these proposals will pay little attention. Students will read less of great literature and gain a smaller appreciation of music and the fine arts than we think is desirable for teachers, if this four-point basic course is the sole vehicle for those areas. In depending, therefore, upon other core-areas and core electives in this one to attain those values, we depend upon the Curriculum Committee to survey comprehensively the whole picture of the core.

CORE AREA III

UNDERSTANDING SELF AND OTHERS AND GROWTH IN CAPACITY FOR CONTINUING SELF DEVELOPMENT AND FOR RELATING TO OTHERS

Work Group: Alpenfels, Bucher, Giles, Schloeppe, Wilkins

I. Problems Relating to Individuals

II. Methodological Approaches to Study of Behavioral Sciences
  A. The scientific method
  B. Problems peculiar to the biological sciences
    1. Physical
    2. Physiological
    3. Organic vs. functional etiologies
  C. Problems peculiar to the social sciences
    1. Sociological
    2. Anthropological
  D. Methods of psychological science
    1. Naturalistic observation
    2. Experimental techniques
    3. Case histories
    4. Test methods
      a. Objective
      b. Projective
  E. Approaches to psychological problems
    1. Cross-sectional
    2. Longitudinal
    3. Typical and unique cases
    4. Function of comparative psychology
  F. Individual Behavior--a new frame of reference for psychology

III. Forces Which Mold Human Beings
  A. Original nature
    1. Philogenetic development of man
    2. Limitations of human nature
  B. Culture
    1. Meaning of culture
    2. Meaning of society
    3. Concept of acculturation
  C. Experience and behavior
    1. Concept of overt behavior
    2. Concept of idiosyncratic perception and covert behavior or experience unique to the individual
    3. Concept of molar behavior
    4. Nature-nurture controversy

IV. Understanding the Biological Self
  A. The Human Body

1. Descriptive characteristics
   a. Concept of homeostasis
   b. Meaning of heredity
   c. The systems of the body and their relations to organismic functioning
   d. The senses (?)
2. Bodily needs
   a. Physiological needs
      1) Definition
      2) As determiners of human behavior
   b. Emotional states as drives
   c. Desirable health practices
      Health education including such topics as nutrition, communicable disease control, safety, and practices conducive to development and maintenance of optimum health.

B. Human Development
1. Concept of maturation and developmental stages
2. Concept of socialization and developmental tasks
3. Prenatal development and infancy
   a. Needs and tasks
   b. After effects of infantile security
4. Childhood
   a. Needs and tasks
   b. Beginning of social development
5. Pre-adolescence and adolescence
   a. Bodily changes
   b. Needs, tasks, and problems of the adolescent
6. Adulthood
7. Senescence

V. Understanding the Mental-Emotional Self
A. Emotion and Motivation
1. Emotional states
2. Emotional development
3. Emotional accompaniments of motivated behavior
4. Emotional states as adaptive and disruptive

B. The Meaning of Intelligence
1. Definitions of intelligence
2. Nature of intelligence tests
   aa. Problems inherent in measuring intelligence
   b. Present status of intelligence tests
3. Group differences in tested intelligence
   a. Exceptional individuals
   b. Racial differences
   c. Socioeconomic differences
   d. Influence of home environment
   e. Age differences

C. Learning, Perception, and Thinking
1. The nature of learning
   a. What people learn-kinds of learning
      1) Habits and skills
      2) Information and meaning
      3) Social behavior
      4) Personal idiosyncrasies

b. Learning as habits formation
c. Learning as achievement of understanding
d. Blind and insightful learning
e. Motivational control of learning
f. Economy in learning and teaching
g. Transfer of training
h. Remembering and forgetting

2. Perception
   a. Basic perceptual processes
   b. Needs and values as influencing perception
   c. Perception and learning
3. Thinking
   a. Nature of thinking
   b. Practical thinking and problem-solving

VI. Understanding the Social Self
   A. The Social World
      (Alpenfels)
   B. Social Motives
      1. Affiliative needs of individuals
      2. Status needs of individuals
      3. Setting individuals goals
   C. Human Relationships
      1. Formation of groups
      2. Identification with groups
      3. Group tensions
      4. Areas of relationship
         a. Sex roles
         b. Vocational
         c. Civic
         d. Others

VII. Integration of the Individual as a Well-Adjusted Person and a Social Being
   1. Theories of personality organization
   2. Dimensions of personality
      a. Nature
      b. Assessment
   3. The self concept
   4. Personality structure as a unique attainment--individuality
   5. The concept of the integrated, adjusted personality

VIII. Making the Most of Oneself - Practices Enhancing Mental Health
   1. Meaning of mental health
      a. Adjustment vs. maladjustment
      b. Productivity vs. unproductivity
      c. Zest vs. malaise
   2. Readjustment techniques
   3. Effective living

Materials of Instruction:

Books: (Basic)

Hilgard - Introduction to Psychology
Munn - Psychology
Ruch - Psychology and Life
Cole - Human Behavior
Skinner, B. F. - Science and Human Behavior
LaBarre - The Human Animal
Havighurst - Human Development and Education
Zubek and Solberg - Human Development

Movies:

Principles of Development
Preface to a Life
Heredity and Prenatal Development
Helping the Child Accept the Do's
Helping the Child Accept the Don'ts
Farewell to Childhood
Emotional Health
Testing the IQ (?)
Motivation and Reward in Learning
Bathing Babies in Three Cultures
Family Life of the Navaho
The High Wall
Feelings of Hostility
Overdependency
(New film on rumor - perception)
Experimental Studies in Social Climates of Groups

Project:

Personal life-history using outline in Young's <u>Personality and Problems of Adjustment</u>

Method:

It was the consensus that the method should be substantially as follows:

1. All method and all final decisions be made by teaching staff.

2. First two weeks broad over view of the course, on the one hand presented by the teaching staff through lecture discussion and on the other hand a consensus of problems and questions, the field of specialization and professional plans of the participating students.

3. Staff proposals for topical reference of content based on student consensus and staff decision.

4. General alternation of one session of lecture discussion for four or more sections of twenty-five each, attended by four or more of participating staff with sectional meetings of the second day of the week divided into groups of twenty-five each and meet with four or more of the participating staff.

5. Employment of field observation, possibly some field participation, motion picture presentations, special project reports by students wherever possible.

6. Evaluation based on annotated bibliography presented by students, student participation in discussion, special papers by students. This preferably to be done by staff meeting jointly and with adequate opportunity for student discussion.

CORE AREA IV

UNDERSTANDING THE CONTEMPORARY SOCIAL SCENE AND THE DEVELOPMENT OF VALUES AND SKILLS NECESSARY TO EFFECTIVE PARTICIPATION IN THE SOLUTION OF PROBLEMS.

Work Group: Aldrich, Antz, Arndt, Lengyal, McNiff

I. OBJECTIVES

A. Values

1. Respect for the individual evidenced functionally. Example: by respect for all persons as ends rather than as mere means to goals.

2. Appreciation of the richness in the variety of differing human contributions.

3. Courage to insist on the right to knowledge and the free access thereto.

4. Willingness to obey decisions or laws arrived at by common consent, based on an understanding of the process of obtaining needed changes.

5. Courage to work for higher and broader ends (even for unpopular causes) rather than the immediate interest of one's self or group.

6. Confidence in man's power to better human living, realizing however, that many changes are slow and hard-won.

7. Appreciation of the creative imagination and of the hypothetical approach to difficulties.

B. Skills

1. Studying skills

2. Thinking skills

a. Problem approach

b. The logical as distinguished from emotional, authoritorian, and customary ways of responding to environment.

3. Exposition skills

4. Social Participation skills.

C. Concepts - Specifics to be presented later under separate problem areas

1. Problem areas already being implemented by work group and awaiting assignment of instructors before completion:

Government and the Individual Population Problems	Aldrich
Racial and Religious Tensions Education as a Social Force	Antz
Colonialism in the Modern World Challenges to Capitalism	Arndt
Economic Security Production and Conservation	Lengyel
The Family as a Social Force in the Community Control of Atomic Energy	McNiff

2. Concepts for one problem area, "control of Atomic Energy," presented as a sampling:

a. Atomic energy comes as the fruition of long, continued scientific endeavor to discover and harness material energy for the use of mankind.

b. The discovery of atomic fission releases undreamed potentiality of power for man to use, either destructively or constructively.

3. Generalized concepts to be drawn as desirable goals for all students in this core area currently under discussion by work group. One presented as a sampling would be: A maturing understanding of the principles, complexities and vagaries of human nature, especially as evidenced and as influenced in interpersonal and intergroup activity.

II. METHODOLOGY FOR REALIZING OBJECTIVES

A. Class procedures.

1. Activities

a. Instructor will begin by presenting a broad problem area to the students as a provocative basis for discussion of their involvement

and its complexity and importance. From this students will select less extensive problems feasible for individual or small group research. These research problems should be the student's intellectual responses to situations marked by tensions, difficulties, disturbances or challenges whose importance he keenly feels.

b. Research by individuals or groups (to be both academic and experimental).
Problems approach, using patterns of critical thinking.

1) Defining problem.

2) Determining own attitudes (interests, prejudices, beliefs, concepts, previous actions).

3) Collecting, interpreting and evaluating data, seeing possible solutions.

4) Making tentative decisions (judgments, generalizations, hypotheses) on the basis of the evidence.

5) Realigning one's own thinking in accordance with the findings.

6) Acting in accordance with the conclusions.

c. Sharing by the class of their findings and experiences through panels, recordings, exhibits, etc.

2. Sources of materials

a. Literature: books, pamphlets, magazines, newspapers, etc.

b. Audio-visual: radio, T.V., exhibits, etc.

c. Visits to or participation in established institutions: social, economic, religious, artistic, political.

d. Consultants and speakers from university and community sources.

3. Evaluation, using all available techniques.

Student.

Staff.

III. RECOMMENDATIONS

A. Points and hours: a single four-hour class period per week as minimum, for a four-point one-semester course. (We understand this is to be scheduled for the second half of the freshman year.)

B. Class size: not to exceed thirty students due to necessity for instructor's intimate and continuous observation of the individual student's growth in skills and insights throughout the course of his research into social problems.

C. 1. Staff. Instruction staff: one full-time professor for each class of thirty students, to be aided by two graduate assistants. (Students going into the community in groups should generally be accompanied by a representative of the University.)

2. The professor to be a member of the present Work Group or a person assigned in the immediate future to work with the Group.

3. The professor may well be assigned two such classes, this to comprise two-thirds of his teaching load.

4. Five similar assignments (of two such classes each) to professors would care for three hundred students. It would allow coordination through continuous conferences among the five and their assistants.

D. Pilot study: At least a one-semester pilot study with the assigned instructor working closely with the present Work Group of Core Area IV and with participation by any graduate students likely to be chosen for regular Graduate Assistance work in this Core.

E. Rooms: conference type with movable furniture, bulletin and black-boards; with permanent cases and cabinets for display and storage of books and other materials.

CORE AREA V

UNDERSTANDING THE ROLE OF COMMUNICATION IN HUMAN LIVING AND DEVELOPING SKILL IN COMMUNICATING

Work Group: Bogart, Burrows, Mitchell, Siepmann, Zorbaugh

I. Approach

The purpose, of course, is to impart knowledge, but it should, even more, be to fire imagination and provoke thought in new directions. Communication, absorbingly interesting in itself, should be harnessed to every student's prime and proper preoccupation - with himself. It should seek to help him answer two questions - how do I find my true self, and how do I best fit in with those around me. This constitutes the problem of the individual and society illustrated in the living context of communication in the modern world. A synoptic view of communications and its role is paramount.

II. Treatment

In 15 weeks, 4 hours a week, the course should seek to cover the main ground in the following areas:

A. Our world is unique in history. What makes it so?

(A cursory review, sufficient only to place communications in appropriate perspective.)

1. The industrial revolution: The culture of cities: how work and play, home and habits have changed: Living in crowds; loveless labor; noise: hurry: science and materialism - and the A bomb: effects on personality and on human relations.

2. The psychological revolution: What Freud has done: new insights into "what makes Sammy run": how rational is man? interactions with 1) above: what does it mean and take to be a man: reason, faith and age of anxiety.

B. The communications revolution

1) Historical review of communication development, from the development of speech itself, through the evolution of written languages and the invention of movable type to modern mechanized transmission-reception devices. Modern problems in communication: one language but variant uses and interpretations: new relation of language to other (oral-visual) media of communication.

2) Variant growth and structure of the "mass media": economic determinants: social determinants, stemming from widespread literacy: the progressive absorption by mass media of our leisure life: what leisure is for: how it is used in practice - who hears, sees, reads what: measured against the modern needs and duties of democratic man: "giving the public what it wants" its meaning, validity and consequences: individuality and conformity - effects of mass communication on individual values, tensions and security.

3) Communications as mirror of society. Why people watch movies, TV, read papers and magazines and comic books, listen to radio: the findings of audience research as they reveal needs, frustrations, etc.: how mass media affect them: responsibility of the media: test the hypothesis that society is sick - or isn't.

4) Public opinion and propapganda. What is public opinion: How is it changed? Who forms it and how? What is propaganda? How does it work? How recognize it? Its new power, prevalence, skills and its new constructive role: propaganda and politics: public relations and promotion and their relation to credulity and hence to the task of education.

5) Freedom of speech and freedom of the press. Freedom of speech for what? Is the first amendment an inalienable right? Have circumstances altered cases? Is the press free? Should it be? Some current controversies.

6) Communications and education. How one bears on the other. Growing invasion by the mass media of the child mind: how it affects children: how it affects education: mass communication - enemy or ally of the teacher? How harness one to the other with special reference to in-school treatment of communication skills.

III. We have elaborated the outline of an introductory course which in our judgment should provide students with an overview of the communications problem. This course would be given 4 hours per week over 15 weeks as a lecture series attended by all undergraduate students and rating 4 points of credit.

It is suggested that, as part requirement of this course, students should also meet weekly in groups of 25 to 30 under instructors who would develop face to face discussion and exchange ideas on the material covered in the main lecture course.

CORE AREA VI

UNDERSTANDING THE ROLE OF AESTHETIC FORMS IN HUMAN LIVING AND DEVELOPING THE CAPACITY FOR SATISFACTION IN SUCH FORMS AND SELF-EXPRESSION THROUGH THEM.

Work Group: Andrews, Blanchard, Bailey, Cayley, Iglehart, Primont

We propose that the aim of the basic core course be TO DEVELOP RESPONSIVENESS TO ART FORMS, and to clarify on the basis of such development

A. The role of ART AS A MODE OF KNOWLEDGE:

B. The role of ART AS THE EMBODIMENT OF VALUES; and

C. THE RELATION OF THE VARIOUS ARTS TO EACH OTHER AND TO OTHER FIELDS

We see the problem of developing esthetic awareness and response as central; without some success at this point nothing can be made to follow. For this reason we would emphasize exposure (in extent and intensity) to works of art, both in the classroom and by outside assignment.

A. We would define the arts as sharing a common mode of knowledge; this is the organizational principle of the field. It is a mode peculiarly intuitive, formal, and synthetic; it can comprehend and convey meanings not realized by other modes. The understanding of a situation, of an object, of a person, implies more than an analytical knowledge of parts, since the total phenomenon is not merely the sum of such knowledge. Whitehead uses the term "esthetic apprehension" to describe our understanding of whole phenomena. The type of knowledge realized in the arts and employed in their study is of this sort.

B. We would attempt to clarify the relation of the arts to cultural values and to show the effects of these values on the changing styles of the artist (for example, religious, philosophical or scientific values). Styles in art forms are altered throughout history by the impact of values developed in other areas. As Renaissance culture turns toward secularism, toward an acceptance of temporal values, toward the nature of this world rather than the nature of eternity, the painter turns from conceptual images of the soul (as in the medieval

figure) to naturalistic proportions, and from the vertical direction of theology to the horizontal direction of the plane of the earth's surface.

C. We would attempt to clarify the relationships between media, and to indicate the application of esthetic understandings and skills to other activities such as science, social studies, and education. Each medium (dance, drama, visual arts, etc.) has its own special potentialities and limitations within the field of art. Music, for example, cannot be naturalistic; architecture is tied to function, etc.

The arts are related ultimately to all other areas, depending upon these areas and contributing to them. The esthetic mode of knowledge is essential to all study, and analytical procedures have their place in art. For example, the arts can illuminate history, and history is a constant influence on the arts; mathematical elegance is an esthetic concept, and mathematics is a constant factor in music.

PROCEDURAL NOTES

We would recommend:

1. That a single faculty member be charged with the organization and conduct of the course, assisted by discussion group leaders and by laboratory specialists and by such specialists as may be needed.

2. That 6 hours per week (3 two-hour periods) be allocated to the course, to be employed in a flexible manner to permit:

   a. General sessions led by the responsible instructor and other specialists;

   b. Smaller group sessions with discussion leaders;

   c. Laboratory sessions with specialist instructors.

3. That the smaller discussion sections begin after the first week; that the laboratory sessions begin after the first four week.

   a. That the discussion sections deal more intensively with material introduced in general sessions;

   b. That laboratory sections be organized in drama, music, dance, literature, and the visual arts

under the direction of specialists in those fields. The role of these sections is to illustrate by activity the general mode of esthetic knowledge. They should not be courses primarily intended to develop skills, and they should deal broadly with the medium involved, and not with a specific aspect (for example visual arts, not drawing).

c. That students elect to work, during the term, in at least two of these laboratory sections (majors in a specific arts field must elect two fields other than their own).

d. That general sessions be attended by discussion and by laboratory section leaders in order to assure the coherence of the total course.

4. That wide use be made of community art resources through assignments based on extra-classroom experiences;

5. That texts be limited, so far as possible, to available and pertinent pocket editions and inexpensive reprints;

6. That considerable attention be given to the securing of adequate space and facilities for demonstrations, recorded music, films, slides, and the showing of visual aids;

7. That faculty members involved be given teaching loads which will permit their necessary preparation and joint planning.

The precise procedures for such a course, as the committee sees it, must be developed by the instructoral team. But we suggest that attention be given to

1) determining the present stage of the student's appreciation, and that he be led to evaluate his own responses and to see them in relation to the responses of others;

2. removing blockages to appreciation or understanding, so that the student is not in the position of expecting something which the artist is not attempting to provide;

3. the interaction of art and history through a study of a particular past period, with the intent of providing knowledge which can form the basis for the understanding of such interaction at other periods;

4. the relation of media to subject. This might be clarified by dealing, in the various laboratory sections, with the same theme and thus demonstrating the special possibilities (and limitations) of each medium;

5. the special direction of the contemporary arts, and the social and cultural factors which have required or suggested this direction;

6. the esthetic method as it relates to teaching and the social role of the teacher.

It is suggested that the major aim of this basic course be to contribute to the personal growth of prospective teachers, and that we should attempt to

1. clarify the role of the arts in human activity,

2. develop attitudes and approaches which will lead the student to respect and enjoy the arts of our own day and of the past, and

3. indicate particularly those esthetic values and methods which are relevant to teaching and to the activities of daily life.